

Sen. BURKE A
316 S.

This is the written testimony
from the meeting of the
Joint Committee on Finance in
Madison, WI.

April 4, 2001

TO: Members of Joint Finance Committee

FROM: Lisa Petrov
620 S. Park St., Apt. A
Madison, WI 53715

SUBJECT: Biennial Budget Request
For UW System Libraries

Thank you for this opportunity to provide written testimony in support of the Board of Regents' biennial budget request for UW System Libraries.

I am a graduate student at the UW-Madison, completing my dissertation in Spanish and Portuguese. My work is in both area studies and languages and literatures. I have been a TA since 1993 and also serve on the University Library Committee, a faculty governance committee for libraries on campus.

Throughout my tenure on the committee I have participated in discussions regarding all aspects of library operations. Of most concern to the committee has been the increase in the costs of books and journals, particularly in the sciences. However, the social sciences and area studies are also beginning to see the same inflation. In addition online databases are increasingly necessary for up-to-date research and a grounding in the international academic community. These, too, can be extraordinarily expensive library resources. Unfortunately they cannot be replaced by free Internet resources, many of which are of questionable reliability and are not guaranteed to be available long-term, given the volatile nature of the industry.

I am concerned that library collections will not be able to keep pace with the research and teaching needs of faculty and students in view of these cost trends. Libraries remain critically important to the success of its undergraduate and graduate students. They are often considered static but in fact are required constantly to acquire new information and knowledge.

I urge you to fund the \$4.7 million base budget increase as requested by the Regents.

Thank you.





Testimony to the Joint Finance Committee

To: Senator Brian Burke, Senate Chair
Representative John Gard, Assembly Chair
Members of the Joint Finance Committee

From: Kenneth Frazier, Director
UW-Madison General Library System

A handwritten signature in black ink, appearing to read "K. Frazier", written over the printed name of the sender.

Subject: Support for the "Economic Stimulus Package"

Date: April 5, 2001

Last month the UW Regents adopted a resolution endorsing an "Economic Stimulus Package," a two-year supplement to the UW System biennial operating budget proposal advanced by Governor McCallum. Libraries are included under "Maintaining Quality Higher Education" - \$1,551,000 in 2001/02 and \$3,149,000 in 2002/03 (\$4.7 million for the biennium).

This funding would provide a budget increase equivalent to the projected annual inflation rate for books, journals, and databases. (Journal subscriptions and databases are increasing in price by 7-8% each year, and the inflation rate for scholarly books is 4-5% per year.)

Increased state funding for UW library acquisitions in 1999-2001 greatly improved information access for UW students, particularly for undergraduates. The UW System was able to acquire licensed access to 17 major databases costing more than \$1.9 million. Campus book collections were strengthened. And improvements in resource sharing will provide students and faculty with convenient access to all of the collections of the UW System.

The University of Wisconsin libraries have maintained a national reputation for creativity and collaboration in using library resources to benefit all faculty and students in the UW System as well as to serve Wisconsin's industries and businesses:

- UW-Madison libraries provide more than 50,000 documents each year to Wisconsin businesses, laboratories, hospitals, and government agencies.
- UW-Madison libraries lend more than 100,000 books and articles to other libraries and rank second among research libraries in interlibrary lending.

General Library System
Office of the Director

But no amount of creativity can prevent the erosion of research collections if the collection budget remains flat. If UW-Madison cannot keep up with the demand for research materials, all of Wisconsin's universities and colleges will become increasingly dependent upon expensive borrowing of information resources from out-of-state universities and buying access from commercial information vendors.

All UW students and faculty depend on the availability of new information resources, but research activities will be the most adversely affected by a flat budget during the next two years, as print resources remain the primary mode of scholarly communication in the humanities and social sciences. Research collections are relatively expensive and require sustained financial support. The return to the flat collection funding of the 1990s will further reduce the quality of UW-Madison's historically strong collections.

Can UW-Madison continue to be a top ranked university without having top ranked libraries? The argument can be made that the quality of library collections does not necessarily correlate with the quality of research programs. However, the people who depend on research collections (e. g., scientists, faculty, graduate students, and professionals in training) generally do not agree with this view.

UW-Madison libraries must have steady incremental increases in funding for both print collections and electronic resources in order to remain competitive with peer institutions. Wisconsin is the only Big Ten university facing the prospect of zero additional dollars for library acquisitions for the next two years. Those universities that maintain strong research collections will have a strategic advantage in attracting and retaining the best students and faculty.

The UW libraries will continue our collective efforts to improve services and optimize our resources to support research and higher education in Wisconsin. However, the faculty, students, and Wisconsin businesses that must have access to up-to-date research materials will have their work impeded by the decline of the UW-Madison libraries' research collections if no new funding is provided for library materials and databases.

Thank you for the opportunity to submit this testimony.

**UNIVERSITY OF
WISCONSIN
MADISON**

April 9, 2001

To: Senator Brian Burke, Senate Chair
Representative John Gard, Assembly Chair
Members of the Joint Finance Committee

From: Stephen Vaughn, Professor
Chair, University Library Committee



I am writing in my capacity as chair of the University of Wisconsin–Madison Library Committee, which includes nineteen members. The ULC is composed of eight faculty members (two from each faculty division) and two academic staff members. Three student representatives also serve on the committee along with four nonvoting library staff members. In addition, two nonvoting members serve on the committee, one each from the Office of Budget, Planning, and Analysis and from the Provost's Office. The committee functions to advise the Library Administration on policies affecting libraries throughout the University. These policies relate to long-range planning, support of scholarly activities, technical developments, budget matters and allocation of resources, staffing, collection development, collection evaluation, and bibliographic activities.

Our committee would like to urge you to include incremental funding to maintain the quality of the Library System's holdings. When I first joined the ULC four years ago, the Library System had gone through several years of flat acquisition budgets which had damaged the Library's ability to keep pace with peer institutions. For example, in a recent report of holdings of university research libraries in the United States and Canada for 1998-1999, UW was only 34th in volumes added and was behind such institutions as the University of California, Davis, and the University of Iowa in Current Serials holdings. (Chronicle of Higher Education, 9/1/2000, p. 50)

The increase in the Library's budget for the 1999-2001 biennium was tremendously helpful in reversing this downward trend. We on the ULC are grateful for this added support and for the improvement in the Library's holdings that it has made possible. But we are concerned about a return to a zero biennial budget for the Library System. We fear that such a budget will lead to further decline in the Library's holdings in comparison to other peer research universities.

Our libraries remain at the core of our university's ability to provide quality teaching and research. This seems to be an important transitional period for libraries with major changes taking place in the realm of electronic media. At the same time, the traditional backbone of the Library's holdings — paper-based books and articles — remain crucial. The costs for materials both in electronic and paper-based formats continue to rise at an alarming rate.

The University Library Committee believes that incremental funding is essential if the UW Libraries are to maintain its quality and competitive edge with other peer institutions.

Many thanks for your consideration of this important issue.

University Library Committee of the Faculty Senate

UNIVERSITY OF
WISCONSIN
M A D I S O N

April 9, 2001

To: Senator Brian Burke, Senate Chair
Representative John Gard, Assembly Chair
Members of the Joint Finance Committee

From: Alger N. Doane, Professor
English Department



I am taking this opportunity to contact you in my capacity as chair of the University of Wisconsin-Madison Memorial Library Committee. The committee is comprised of seven faculty members and three academic staff members from various humanities and social sciences departments on campus. Two student representatives also serve on the committee. The committee functions to review and advise the Memorial Library Administration on policies related to collection development, collection evaluation, and bibliographic activities, especially in the humanities, social sciences and general reference.

We are concerned about a return to a zero biennial budget increase for library collections. The faculty, staff and students on the Memorial Library Committee urge you at this time to include incremental funding to maintain quality library collections. Without this additional funding, further cuts into core literature serves only to weaken research and teaching throughout the UW System. The budget increase for acquisitions in print and electronic formats would enable the libraries of the University of Wisconsin System to continue to collaborate in buying materials for System-wide resource sharing and to acquire licenses for the most needed digital information resources and electronic databases.

The Memorial Library Committee recognizes and appreciates the increased funding levels for the library budget during the 1999-2001 biennium. The increased funding has greatly benefited UW students and faculty. Scholars doing their work in the humanities and social sciences depend upon the great print and electronic collections throughout the UW System. Students and faculty in the book-oriented disciplines benefited from the renewed ability of UW libraries to build quality collections in the humanities and social sciences.

The UW-Madison Memorial Library Committee fully supports the UW Libraries need for incremental funding in order to maintain quality collections.

Thank you for your consideration.

cc:

Stephen L. Vaughn, Chair, University Library Committee
Thomas D. Sharkey, Chair, University Committee
Kenneth L. Frazier, Director of Libraries

Memorial Library Committee

April 9, 2001

Dear Senator

As principal of one of the Choice Schools in Milwaukee, I would like to thank you for your support of the program in the past. I would like to urge you to continue to doing so in the future. It makes good sense.

I understand you have some concerns about the Choice program. As with any new program, there are kinks to iron out. The funding issue is one of these. While I understand the other school districts have concerns about their money being used to fund the Choice program, I wonder if these school districts and the people they represent realize that before the Choice program began, they were funding a higher percentage of the cost of educating these same students?

Prior to the change in Choice funding, 82% of the funding for all of MPS students was spread over the other counties of Wisconsin (app. \$5,548 per child). With the change, 50 % of the CHOICE funding is spread over the other counties (app.. \$2,517 per child). In addition, the other districts have been allowed to raise their taxation cap by the same amount of money they lost to the CHOICE program. When they were supporting these same students attending MPS schools, the other districts had to pay more money and were not allowed to increase the cap to recover this cost.

My school, St Adalbert, is one that has serviced the poor since it was built in 1908. Right now my school serves a variety of English as Second Language students. We have seven different languages spoken in the school. At this time, 96% of the students qualify for free or reduced lunch. Of these, 92% receive CHOICE and others receive PAVE money. If the Choice program folds, ALL of these students will have to return to MPS because we can not afford to continue educating them.

The result will be that the cost to educated these students will INCREASE SUBSTANTIALLY because the MPS per pupil cost is much higher than mine. MPS receives more per pupil than we receive through CHOICE. Keep in mind that the other districts will pay for 82% of the cost of educating these students if they return to MPS not 50%.

I would also like to point out that currently MPS is keeping the Federal money that is allocated for ALL of the students in my school and all other CHOICE students. That amounts to bonus money for MPS. If my students return to MPS, that money will no longer be bonus money but will become needed to cover their per pupil cost. Therefore, MPS will be needing more money to cover the expenses that the federal money is now covering.

Obviously it simply makes good financial sense to maintain the CHOICE program. In fact the CHOICE program could be significantly expanded and the cost will be less than sending the students to MPS! I encourage you to lend your support for maintaining the funding as it currently is. Returning to the old method of funding would be costly and disastrous.

Again, Thank you for your support. I would like to invite you to come to my school when you are in Milwaukee. We are making great progress with our students. This CHOICE program truly is working and I can show you students who are successful and are very thankful for this program.

Julia Hutchinson, Principal

Unified School District of Antigo

Lance C. Alwin
District Administrator

Bonnie Dana
Dir. of Inst. Networking

Larry A. Nelson
Dir. of Student Services

ADMINISTRATIVE OFFICE

120 S DORR STREET, ANTIGO, WI 54409-1220
PHONE: 715-627-4355 FAX: 715-623-3279

Mary Jo Filbrandt
Dir. of Business Services

Jeffrey Gress
Dir. of Human Resources

Joseph Schroeder
Dir. of Building & Grounds

Preliminary Layoff Notice

April 9, 2001

Ms. Luanne Coltman
515 Lincoln Street
Antigo, WI 54409

Dear Luanne,

On April 5, 2001, the Board of Education authorized the issuance of this Preliminary Layoff Notice due to the uncertainty of next year's staffing requirements for the charter school.

This layoff notice will be rescinded if or when it is determined that there is a position available within your area of certification. If a contract is offered for the 2001-02 school year it may be at a higher or lower percentage of FTE (full-time equivalent) than your current contract, based on the needs of the charter school and District. The timeline for this process has not been finalized but will be done with the utmost consideration of your situation.

Per the master agreement, you will receive a Final Notice of Layoff on or before May 15, 2001.

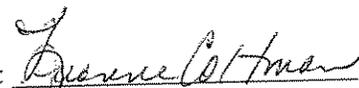
Sincerely,



Jeff Gress
Director of Human Resources

For hand delivery only

Received by:



Date:

4/10/01

pc: Lance Alwin, District Administrator
Judy Ingison, Administrator, Chrysalis Family Charter School
File

Unified School District of Antigo

Lance C. Alwin
District Administrator

Bonnie Dana
Dir. of Inst. Networking

Larry A. Nelson
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Preliminary Layoff Notice

April 9, 2001

Ms. Tracy Zeckmeister
W8860 S Park Road
Antigo, WI 54409

Dear Tracy,

On April 5, 2001, the Board of Education authorized the issuance of this Preliminary Layoff Notice in consideration of the Wisconsin Department of Public Instruction's requirement that school districts, on an annual basis, attempt to fill all teaching positions with certificated teachers. Furthermore, next year's staffing requirements for the charter school are uncertain at this time.

If the District is unable to fill the position with a licensed teacher, you may be offered a contract for the 2001-2002 school year. If a contract is offered, it may be at a higher or lower percentage of FTE (full-time equivalent) than your current contract, based on the needs of the school. The timeline for this process has not been finalized, but will be done with the utmost consideration of your situation.

Per the Master Agreement, you will receive a Final Notice of Layoff on or before May 15, 2001.

Sincerely,



Jeff Gress
Director of Human Resources

For hand delivery only

Received by:

Tracy Zeckmeister

Date:

4-10-01

pc: Lance Alwin, District Administrator
Judy Ingison, Administrator, Chrysalis Family Charter School
File

Unified School District of Antigo

Lance C. Alwin
District Administrator

Bonnie Dana
Dir. of Inst. Networking

Larry A. Nelson
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Preliminary Layoff Notice

April 9, 2001

Mr. Howard Rice
W10862 Hwy.Y
Antigo, WI 54409

Dear Howard,

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Sincerely,



Jeff Gress
Director of Human Resources

For hand delivery only

Received by 

Date: 4/10/01

pc: Lance Alwin, District Administrator
Judy Ingison, Administrator, Chrysalis Family Charter School
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Unified School District of Antigo

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Joseph Schroeder
Dir. of Building & Grounds

Preliminary Layoff Notice

April 9, 2001

Mr. Tom Franc
W11972 Hwy. C
Deerbrook, WI 54424

Dear Tom,

On April 5, 2001, the Board of Education authorized the issuance of this Preliminary Layoff Notice in consideration of the Wisconsin Department of Public Instruction's requirement that school districts, on an annual basis, attempt to fill all teaching positions with certificated teachers. Furthermore, next year's staffing requirements for the charter school are uncertain at this time.

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Sincerely,



Jeff Gress
Director of Human Resources

For hand delivery only

Received by: _____

Date: _____

pc: Lance Alwin, District Administrator
Judy Ingison, Administrator, Chrysalis Family Charter School
File

Unified School District of Antigo

Lance C. Alwin
District Administrator

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Mary Jo Filbrandt
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Jeffrey Gress
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Joseph Schroeder
Dir. of Building & Grounds

Preliminary Layoff Notice

April 9, 2001

Mr. Steve Peloquin
Antigo, WI 54409

Dear Steve,

On April 5, 2001, the Board of Education authorized the issuance of this Preliminary Layoff Notice in consideration of the Wisconsin Department of Public Instruction's requirement that school districts, on an annual basis, attempt to fill all teaching positions with certificated teachers. Furthermore, next year's staffing requirements for the charter school are uncertain at this time.

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Sincerely,

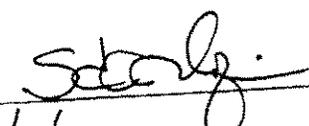


Jeff Gress
Director of Human Resources

For hand delivery only

Received by:

Date:


4/10/2001

pc: Lance Alwin, District Administrator
Judy Ingison, Administrator, Chrysalis Family Charter School
File



What I value about the Chrysalis Charter School is the different way they teach. It's not boring and we don't sit in a classroom all day. There is always something that's going on. We the students are always doing projects and things on the computer. The teachers go a step further to make sure we know how things are done.

Another way I value our school is the freedom we get. They trust us unlike the "Standard Middle School", where the students have to get a pass for every place they go.

Last year I went to the "Standard Middle School" and when I came home from school I didn't look forward to the next day. Now that I go to the charter school I don't want the weekend to come.

Stephanie Lewis, Grade 8

This school means a lot to me because it's the first real school I've ever gone to. I was home schooled for 10 years before I came here.

Rosalie Cunningham, Grade 10

My school means to me that it is not boring. I have fun while I learn. All the teachers are fun and they are not like those mean teachers. We have lizards in our room and we study them. Our school also has fish.

In computer class we don't just play game, we learn the computer parts and we put a computer together. We learned how to speak Spanish and have learned about the Vikings and other Explorers. I had to pick an explorer and write a report.

We do Youth Service Learning, which is helping the community with things. Everyday we read, "On this Day in History" this is when we read about our past and what occurred on that day.

Joey McLellan, Grade 5

We get to make stuff.

John Gantz, Grade K

My school is important to me because we show respect to other people and to the school. My school is important to me because we get to learn about things like dinosaurs and Pengaea.

Andrew Fluger, Grade 1

I like my school because everyday when I wake up, I look forward to school. I don't dread it at all because I know I'm going to have fun.

Ben Loudenslager, Grade 7

My school is important to me because learning is fun, so it's easier to accomplish. We have fun activities.

Kolden Lewis, Grade 2

The small class sizes have made it possible for the teachers to make learning fun. The one-on-one time that is possible in this environment has made studying less tedious and frustrating.

Adam Joseph, Grade 11

My school is important to me because it's more fun learning than watching TV and getting your brain flattened. My school is important to me because we have a lot to learn.

Sean Martin, Grade 2

What I value about this school is the new learning opportunities available. Science is more fun than any science class in previous years of my education.

DaVinci class is very, very educational and I feel I have learned much. Computer class is very cool and I have learned a TON!

Art class is very fun. Right now we are making clay goblet that are awesome. I love the small class sizes, it makes learning more fun and easier.

Isaac Best, Grade 8

My school means to me is that everybody is nice and our teachers teach us in fun ways. We have fish and lizards to watch and take care of. We have Spanish, Computer and Piano class. Our P.E. moves every time and I have the greatest friends. Everyday we have "This Day in History".

Ashley R. Cunningham, Grade 4

The Chrysalis Charter School is much more fun and different than my other school. It is different because we have Physical Education at Silver Birch Ranch or go roller-skating. School is fun because we have piano and computer classes.

Tash Martin, Grade 5

My school is special because you don't do the same stuff.

Michael DeGrave, Grade 6

What this school means to me is fun. Fun is the thing that other schools are lacking, it's not traditional.

Kyle R. Coltman, Grade 6

My school is awesome because you can learn at your own pace. You get to try something until you understand it.

Ashley Zeckmeister, Grade 7

Chrysalis Charter School is important to me because we get to read lots of books.

Matthew Fluger, Grade 2

My school means so much to me because my school is not boring. We do so much fun stuff while interacting learning. During Science we are making butterflies from larva and having pet butterflies in our classroom.

Lauren Olenki, Grade 6

I like this school because they don't just teach, "2X2=4", so live with it. They give leeway. We do hands on experiments such as the four seasons and understanding sundials.

Brenden Lewis, Grade 7

I like this school because in the others, they just give you the worksheets and say this is how you do it. They don't even tell you why. At the Charter School it is more hands on.

Trinton A. Lewis, Grade 7

My school is important because they teach really cool things and let us do experiments. They also just don't teach us things over and over again every day. The teachers are really cool.

Ruth Cunningham, Grade 6

This school is a gift from God. It has unique teaching ability. It is a fun way of leaning and I actually want to go to school. Unlike other schools, everyone in the school gets along and everyone in the school can talk to each other and even be friends.

Kyle Lawton, Grade 6

I like school because they have good teachers and it's more about the family.

Camri Lewis, Grade 4

This school means so much to me. They let me, be me, I don't have to put on a fake act. They let me learn at my own pace and I don't have to be rushed. We don't sit down in front of a teacher and not talk. We interact in class and do stuff.

Charlie Schuhmacher, Grade 9

My school is important to me because of the unique format and the teachers are very cool.

Brock Ingison, Grade 9

What I think my school means to me is it's a lot different than other schools. We have pets, we have a different schedule and we have very small classes.

Lydia Gantz, Grade 3

What I value in my school is the small class size. I learn more in the smaller classes and also value that everyone knows everyone.

Ryan Cunningham, Grade 8

This school means a lot to me because I have so much fun learning instead of just memorizing and taking a test. We do a lot of hands on activities to learn. This way of doing things helps me to want to go to school.

Brianna Sanford, Grade 9

I value the small class sizes, we seem to be able to get our thoughts and comments in when there aren't as many students.

I value the way the teachers teach us. I seem to understand more and learn more.

In many ways, the Middle School doesn't even come close to the ways of the Chrysalis Charter School.

Emily Flugler, Grade 8

Things I value about this school are multiple. I value the small classes. It's much easier to learn and there is more attention to help you with your needs.

Another thing I value about this school is the environment. Here it is more comfortable to learn which makes it more fun. Unlike the traditional schools which have more of a "jail" environment.

The most important value to me here is the style of teaching. They teach more of character, building you up along with teaching knowledge. The teachers encourage us to learn how to find answers to our questions which I think is much better than knowing a lot of things but not knowing how to research knowledge.

Ben Zechmeister, Grade 8

I can be myself. I don't have to be the "coolest" in the class. This new way of teaching is exciting. This school is more comfortable than public schools.

Ian Coltman, Grade 7

What my school means to me is I can learn, be helpful and polite. I get to learn when we go places like Silver Birch Ranch, High Rollers and Bowling.

Lindsey A. Schmidt, Grade 5

I value the small class sizes. This makes it easier to learn. This school gives a different way to learn. Instead of "pounding it into you", the teachers teach us orally and don't give us a huge assignment.

I value that I get to express myself more. In a regular school you don't get to express yourself. I value that our school thinks that you need character. You do need character to succeed in life. That is why our teachers teach this!

Sam McLellan, Grade 8

The reason I value the Chrysalis Charter School is because it teaches values. If you go to a regular school they teach you their way and that's the only way.

Then there's always the fact that everyone knows everyone and you learn how to get along. In regular school when I first moved to it I didn't even see the principal until I was there two months. The best thing is the opportunities it gives everyone. If I pass every level here, I can have a good choice of colleges to attend.

Korey Lewis, Grade 8

I value our school and everything in it. The people are great and the classes are small. I like this school more than any other. When it comes down to money, we should boast to say that we spent this on education.

Jordon Scupien, Grade 8

One thing I value most of all is my friends and teachers because I have never had a math class or any class I could understand easily. In normal schools they just give you books and don't take the time to see where I am as a student. I also like the DaVinci Curriculum.

Gregory Kunst, Grade 8

My school helps me learn more and feel smart. Now I know how to play the piano and before I didn't. In Math, I love it, I got an "A". In Science we do the experiments not just read about it. That way we learn it.

My school doesn't have pressure on me like my other school did. I felt like I had to have all the answers right but in this school it's not like that. We have so much opportunity to learn more things. I love my school.

Keisha Lewis, Grade 5

Applied Enrollment for School Year 2001-2002

NAME	GRADE	
Tiffany D.	K	K= 6
Jamie G.	K	1= 2
Camaron J.	K	2= 1
Clarissa M.	K	3= 3
MacKenzie P.	K	4= 3
Morgan W.	K	5= 2
Casey J.	1	6= 4
Bradley K.	1	7= 4
Danielle K.	2	8= 2
Douglas N.	3	9= 1
Michelle N.	3	10= 3
Henry W.	3	11= 1
Zachry K.	4	12= 1
Megan R.	4	
Echo W.	4	
Michael B.	5	
Chelsea F.	5	
Dustin K.	6	
Wesley K.	6	
Darron M.	6	
Nicholas R.	6	
Rachel E.	7	
Hannah F.	7	
Michaela S.	7	
Jacob S.	7	
John B.	8	
Joseph N.	8	
Brad M.	9	
Cedar K.	10	
Stephanie M.	10	
Fawn W.	10	
Bentley M.	11	
Rae W.	12	

Hello!!!

My name is Rachael Cunningham and I am a senior at the Chrysalis Charter School in Antigo, Wisconsin. I am the oldest of seven children. We were all homeschooled up until this year. For me that was eleven years. I and my four siblings have enjoyed a very fruitful and exciting year that I am sure we will never forget.

Being the oldest has given me the sense of family togetherness and responsibility to help my siblings in education. As I prepare to go to college, I am very concerned about what the rest of my siblings will do for the following years. Sure, we could be homeschooled again and that would be fine. But what about all of the other children who have or will benefit from, what will they do?

As many of you heard at the Marshfield finance committee meeting, many children from our school have, for the first time in their lives have enjoyed school for the first time in their lives. That is something that I have also experienced myself. Every morning I feel excited about what we will do and learn in school that day. Now that is not something a person will hear from children very often in their lives.

I have told my mother and a few of my teachers that when I come home from college on my breaks, I want to visit the Chrysalis school, my new friends at this new school and listen in on the classes. You may be asking, "Why would anyone want to go back to high school on their college breaks?" The answer is simple. I love this school. I do not want to see this school to be closed.

This morning as many of the students were coming into school, our teachers were finding out that they would be possibly laid off and may have to find a new job next year. These teachers have given their whole hearts into this school. They have become friends, adults we know we can confide in. We know that they truly care for us and what we learn. They encourage us to reach for more, and if you will, "Reach for Stars" as we often hear from them. We, the students are stimulated and encouraged to be who we are. They celebrate who we are, not who they want us to be, and not what peer pressure wants us to be. A few of my teachers do not have the official certification that most schools require. The argument is that they do not know what they are teaching and they do not have the years and

qualifications that is needed. I do not see it that way. Any one who has learned to do something in life, to me, is qualified. They teach with their knowledge and experience. The Spanish teacher for this school has been all over Mexico, Central and South America and many other parts of the world. When he teaches, he teaches with the incredible and vast knowledge he has attained from travel and study. His not being officially certified has never been evidenced in his teaching.

My hope and dream is that this wonderful student, teacher relationship will not be ruined, that this school will be available for anyone, including my sibling in the coming years. I am saddened to know that this may not happen. Please don't let this happen. Please look at sections 2722, 2728 and 2692 and consider the future for the children of right now.

Thank you!

Rachael Cunningham

Hi!! My name is Ruth Cunningham and I go to the Antigo Chrysalis Charter School. I am in 6th grade. I like my school because they make learning fun for me. I also like my school because the teachers help you and are very supportive.

Thank you for your time,

Ruth
Cunningham

My name is Ashley Zeckmeister and I go to the Antigo Chrysalis Charter school. My school is important to me because I can learn at my own pace. We have small classes of about 10 kids. We learn better in a small environment. I don't get held back by people that are slower than I. When we struggle, our teachers are right there to help us and guide us through it. We have a lot of gifted and talented people at our school. Without the Charter School, my family would most likely be home-schooling. Our school teaches us character, integrity, and conduct. You won't find any other schools teaching these things. We also work in the community every Wednesday. This helps us understand our own community better. You definitely won't find these values in a traditional school.

Thank you for your time,

Ashley
Zeckmeister

I'm Ben Loudenslager and I'm in the 7th grade and I like going to Chysalis Charter School because I have fun learning.

Ben
Loudenslager

Kyle Coltman

My name is Kyle Coltman and I would like our school to be funded by a college because for once in my life I like going to school.

Hi my name is Emily Fluger and I am in 8th grade at the Antigo Chrysalis Charter School. I was homeschooled for five years before coming to this school. Prior to that, I attended elementary school. This school is by far better than any school I have attended. Since I have been going to this school I have a different perspective of the world. If my school closes, other kids like me won't get the opportunity like I have.

Emily Fluger

A handwritten signature in black ink that reads "Emily Fluger". The signature is written in a cursive style with a large, stylized "E" and "F".

I'm Stephanie Lewis and I am speaking for the section 2722. The reason I was at the Marshfield hearing was for the Chrysalis Charter School. What the Charter School means to mean is a place where new people come together and get along throughout the whole year. One thing that was different about our school was no one judges others by color, clothes, religion, and looks. We all come together everyday anxious to learn. At other schools you don't see that happening, you see skipping class, disrespect toward the teachers and racism.

You know I've probably learned more about others and myself than any other school year. That's what Charter School means to me.

*Stephanie
Lewis*

My name is Sam McLellan and if the Charter school closes, that means that I have to go back to the middle school and learn the same old way, the same old thing.

Sam McLellan

I am supporting the bill that allows teachers without a license to teach. I believe in some cases I have learned more from teachers who don't have licenses than from some that do.

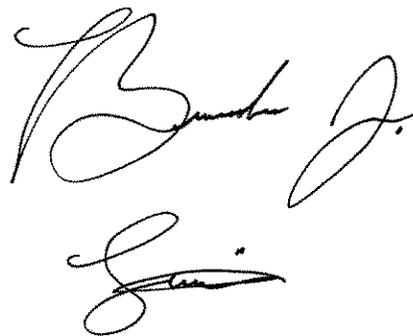
Dan
Coltman

I'm Ryan Cunningham and I like the charter school because the learning is fun.

Ryan Cunningham

Hi my name is Trinton Lewis and I go to the Chrysalis Charter School, and something I like about the charter school is that it is easier to learn

Hi my name is Branden Lewis, and I'm from the Chrysalis Charter School, and I like the Charter School because you work at your own pass. Which is good for me because I'm good at math, and in regular school I was bored, but here I get the attention I need

Handwritten signature of Branden J. Lewis in cursive script.

Good afternoon, MY NAME IS ROSALIE CUNNINGHAM
I'M IN 10TH GRADE AT THE CHRYSALIS CHARTER SCHOOL, IN ANTIGO WI.
I WAS HOMESCHOOLED FOR 10 YEARS BEFORE
COMING TO OUR SCHOOL. I'VE REALLY LEARNED ALOT
THIS LAST YEAR.
PLEASE SUPPORT ALTURNITIVE FUNDING.
AND LET OTHER KIDS HAVE THE SAME GREAT EXPERANCE
I 'VE HAD.

Testimony to the Joint Finance Committee
April 4, 2001

I am Luanne Coltman, lead teacher at the Chrysalis Charter School in Antigo. I have been a public school teacher for 23 years, and I am here to speak in support of Section 2722, which deals with the authorization of charter schools. I am not asking for more money for our school—I am asking for a rechanneling that would allow our students to receive the per capita funding to which they are entitled.

We started work on the design for our school three years ago, and we saw our dream come true this past year. We have designed a unique school with a dynamic, integrated curriculum that stresses active research inside and outside school walls. Our students also spend at least two hours a week in service to our community. More importantly, perhaps, is that our school structure involves parents at all levels, and because of that involvement we have many homeschoolers coming into a public school for the first time. Approximately 30 of our 47 students are from a homeschool or private school background.

Last August our parents and teachers dove into remodeling an old church building into a school building. They brought Sawzalls, hammers, and paintbrushes, tearing down walls and putting up new ones. It was like an old-fashioned barn-raising. Talk about “sweat equity”! We have all given far beyond our initial commitment. I am hired for only 16 hours a week because of lack of funding, and I averaged 60 hours a week the first semester. I now have it down to about 40 hours a week. All of us on staff are part-time with no benefits. Can you imagine how hard it is for us to attract and keep qualified, dedicated teachers?

What we are doing certainly is working—this is an exciting, happy, thriving school, and we have about 35 more applicants for next year, almost all of whom are homeschoolers or students whose families are coming to Antigo largely because of our school.

All of our hard work and hopes may be lost unless funding routes for charter schools become more flexible. Currently the only authorizers of charter schools outside of Milwaukee are the local school boards. We are tied to a rural district that is caught between rising costs, declining enrollment, and revenue caps. The population decrease will cause declining enrollment for at least the next five years. Our tie to Antigo has become more like a noose. All of the brand new students that we are bringing into public education in essence receive no new tax allotments, because our rising numbers are cancelled out by Antigo’s greater declining enrollment. Antigo funds us sacrificially, and it is to their credit that they do so at all. Yet there is no equity. The parents of our charter school students pay the same taxes as anyone else, yet their children receive only a small fraction of the money that they would have received had they been in a traditional school (approximately \$1600 vs. \$7000). Pioneering educational reform is hard enough as it is without this fiscal penalty.

Expanding charter school authorization beyond the local level would allow for stability and equity. Without this flexibility, charter schools will die as local school districts struggle just to keep the status quo alive. I am struggling. I cannot personally and professionally keep working more than full time for a 16-hour contract, and I can't expect colleagues to do so either. All we want is a situation that creates some kind of equity.

Thank you for your consideration of this situation.

Quarone Coltrane

To: State Finance Committee Members

From: Steve Peloquin
Chrysalis Charter School, Antigo, WI.

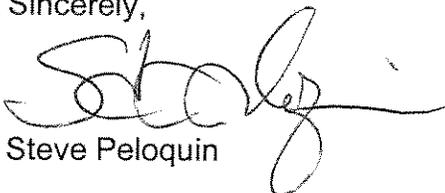
Dear Committee Members,

I am the Science and Technologies teacher at this Charter School in Antigo. I was hired to teach the K-12 grades in these subjects. I have over eighteen years' military experience in science and technologies, and a four-year BAS degree (done in three years) in electronics and computer science and engineering. I have over sixteen years of military training and teaching experience, over eight years experience teaching and training others to teach as well as training them in Instructional Systems Development (ISD). I also have over ten years K-11 teaching experience in character and academic courses in a home-schooled environment with (documented) outstanding results. According to Section 2692 of the proposed Governor's Budget Bill, I would like to acknowledge that I support the fact that there is a need for alternative certifications for teachers who fall under this category. As a father of six children (and one on the way), it is presently impossible to teach full-time and attend school full-time for my teacher's certification. Also, it is hard for me to understand when a person with my experiences is told that your experience and training just can't count towards teaching in a public school. That hurts me greatly, as well as others I've talked to. I am truly grateful that this charter school recognizes my abilities and experience and has allowed me to share those with students.

Now, I do agree that continuing education courses are needed to help us do our jobs to the best of our abilities, and I do agree with the concern from the teacher's union personnel that state we can't just put anyone in those positions without any teaching experience. However, I also see that people with experience in their respected positions can be a tremendous asset to a school and community. Our country was founded on these principles and experiences, and it lead to better ways of technology and growth for our country. With that in mind, I would ask that you do press this section into passage, with one minor change. When it states that a "*person with five years military experience*" should come under this legislation, would you please change this to "*at least five years certified military experience in the courses for which they will be employed to teach/instruct*". I believe this might help the situation with the concerns of the union personnel. If you would pass this section of the bill, the teachers at this and other charter schools will definitely have a better opportunity to give our all and all to these schools' children.

One more note of importance, if you would please. Coming from the third largest company in the world, whose goal is 100% Customer Satisfaction, I hear all too often from the local communities that businesses are looking for people of character and integrity to help their business become more successful. Our charter school teaches such things in accordance with the Wisconsin State Scholl Standards. We go above and beyond and make a difference in our community. Please don't let this go to the wayside. Help us to help parents create a learning environment that is second-to-none in learning and application.

Sincerely,



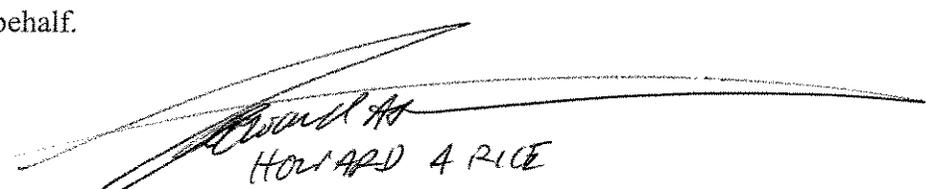
Steve Peloquin

My name is Howard Andrew Rice. I am currently teaching mathematics in the Chrysalis Charter School on an emergency teacher's license. I have completed two semesters of calculus at the University of Wisconsin, Madison while pursuing my Bachelor of Science degree. Further, I've completed twelve years of service as a medical officer in the United States Army where I earned two (2) instructor certifications. I've taught at the United States Army Medical School and the U.S. Army Infantry School. I earned my Masters Degree while still on active duty. I am also an international lecturer for the United States Army and the American Physical Therapy Association.

I now teach mathematics to the middle and high school students on an emergency license, which will expire in June of this year. I've attempted to earn my teacher's certification yet have come across a 'Catch 22' situation in the University of Wisconsin system. First, courses for teacher's certification are offered only during the day -while I would otherwise be teaching my own students. Second, because of enrollment caps, even if I'm accepted into a teacher certification program that is no guarantee that I could begin classes this semester or next.

This 'Catch 22' in the pursuit of my teacher's certification make the system non-user friendly to the teacher who wants to continue to teach while earning certification. I ask your support in section 2692 *Alternative Certification* to make the ability to earn my teacher's certificate possible while still teaching. Thank you for your attention on my students' and my behalf.

April 4, 2001


HOWARD A RICE

April 4, 2001

Testimony to the Joint Finance Committee

Good afternoon, my name is Tom Franc and I currently teach grades 3-5 at the Chrysalis Charter School in Antigo with an emergency teaching license. I would like to comment on section 2692, which deals with alternative certification for teachers.

While my bachelors' degree in the social sciences has given me the foundation from which to teach, I feel that my varied real – life experiences (which range from working in an art gallery and used book store to being a logger, carpenter, and dairy farmer) have given me the confidence and motivation to be a teacher. These experiences have also allowed me to bring a fresh approach to the classroom.

I love teaching; and I want to continue in this profession. This is why I urge you to assist in the passage of section 2692. While I realize I need and want additional teacher training; this training has to be offered in such a way that will allow me to continue to teach and support my young family.

Thank You

Tom Franc

JOINT FINANCE COMMITTEE

Hello. My name is Tracy Zeckmeister.

I am currently teaching with an emergency teaching license in Antigo, so I would like to address the issue of Alternative Certification (Section 2692).

My background is that I have a bachelor's degree from the UW system here in WI in Environmental Education. I have held seasonal jobs in that field including teaching environmental courses for the Wisconsin Rapids Public School system, and I have also home schooled my own children for 5 years from grades K through 6, as well as had classroom experience teaching in a private school.

The school where I am currently teaching would like for me to teach next year also, but I am not able to. The current certification system requires me to take daytime courses at a 1 ½ hour distance from my home in Stevens Point. Already having a degree, it would take me 2 ½ - 3 years of full time classes just to become teacher certified! This is too big of a hurdle for me to jump while teaching and also raising my family.

My school is inquiry-based with an integrated curriculum, and I currently teach combined grades 6&7, which has a science-based theme. With my science background, I am qualified to teach this, but unfortunately I am not certified.

Therefore, I am here to speak in support of qualified people being allowed an alternative teacher-training certification.

Thank you.



Eager Free Public Library

Bridget Rolek, Director
39 W. Main Street
Evansville, WI 53536
608-882-2260 (phone)
608-882-2261 (fax)

April 10, 2001

Dear Committee Member:

Eager Free Public Library serves the small town of Evansville in Rock County. We are a part of Arrowhead Library System, and rely very heavily on the system's services to provide our residents with quality library service. As a small town library, it is a struggle to provide the level of service that area residents expect. We rely on our library system to fill in these gaps. The system operates because of state funding. It provides crucial inter-library loan services so that Evansville residents have access to materials we do not own. These items are sent to our library from other libraries in the state on a network of vans funded through system aids. The system also provides necessary training for our staff members. The public benefits greatly when we can better help them due to this training. The system helps us in many other ways as well, but state funding has not kept pace with the costs of providing these services, and systems throughout the state are operating with minimal budgets.

The libraries in Arrowhead Library System, and other libraries throughout the state are in tight budget situations of their own. They themselves are funded mostly through municipality and county funds. In our area, libraries are struggling so much that they have begun to charge one another when residents of neighboring municipalities use their libraries. This 'cross-over borrowing' has been devastating to smaller and rural libraries. Any money paid out of their budgets to neighboring libraries is money they cannot spend on books, computers and staff at their own libraries. The totals they must pay to other libraries often equal up to 45% of their own budgets for materials.

When Eager Free Public Library loses this money, the people of Evansville lose. They lose books, they lose computers, they lose trained and qualified staff. They lose the help they need to live productive lives. Fortunately for Rock County Libraries, Arrowhead Library System defrays some of this cost. But they cannot offer any increase in this assistance, and may have to make difficult choices about their ability to maintain this level in the future if System Aids are not restored to the 13% benchmark necessary. Funding to library systems has reached a crisis point. If our system cannot maintain this assistance, the rural libraries will lose. As money is sent to neighboring towns, each library can offer less to the citizens in its community. Residents, especially the elderly, cannot travel to larger cities for their library service when they need information.

All of the services that Arrowhead Library System provides are crucial to Eager Free Public Library's viability as a small library. We do everything in our power to serve the residents of Evansville and the surrounding townships, but without our system, we could not do half of what we do. I urge you to restore the funding for Public Library System Aids to 13% of local library expenditures, as the Legislative Council Study Committee on Public Libraries has recommended. It will make a great deal of difference in the quality of life in Evansville and the surrounding area.


Bridget Rolek
Library Director



4797 Hayes Road, Suite 102, Madison WI 53704
608-244-1455 fax 608-244-4785 wi_office@pta.org

Patty A. Schoppe
1535 Hwy 155
Saint Germain, WI, 54558

April 10, 2001

Honorable Congresspersons
and Senators of Joint Committee on Finance,
Madison WI 53707

Dear Joint Committee on Finance,

Many people throughout this great state have worked long and hard on making Wisconsin the best place possible to live and raise a family. I am conscience of the time and effort your committee puts into doing the best job possible for all our families. But...

At a time when the WI Legislators and WI PTA should be sitting together and penning the words that make parent involvement part of the official verbiage of education in our great state, we are sitting on the threshold of losing a state initiative on School, Family, and Community Partnerships through the Department of Public Instructions. The "tapping of federal funds to support state initiatives" has helped the 426 districts throughout our state. There is no way that this initiative would have progressed so far with out the leadership roles that Jane Grinde, Ruth Anne Landsverke and Steve Kretzmann from DPI has given Bright Beginnings/School, Family, and Community Partnerships.

Please see what they have done to make Wisconsin a LEADER in parent involvement. Go to www.dpi.state.wi.us and check out what they offer. Then tell me that any one district could accomplish this alone. Also the WINNS initiative, State Superintendents Parent Advisory Board Initiative, Learning Together quarterly publication, Volunteer Training Initiative, Parent Forums, and the tons of other initiatives that happened because of Department of Public Instruction having access to Federal Funding to make education in WI the best it can be. This provision will prohibit them from doing so in the future. It's an effort to limit DPI's leadership role. It will hurt the children in our state, don't let that happen!

I am presenting for testimony a binder full of information on what and why it is VITAL for parents to be involved positively in the education of their children. This binder (which we call BIG BERTHA) was put together with the help of DPI's Family, School and Community Partnership, specifically Jane Grinde, Ruth Anne Landsverke, Steve Kretzmann and John Benson. It was copied and presented to every PTA in our great state. Over 45,000 parents/teachers/students (our WI PTA membership) have this information to help them support their children's education. Please take the time to look it over. Just like you, WI PTA is working hard. WI PTA is working hard with DPI, WEAC, AASA, WASB, Parents Plus of WI, Children's Trust, CESAs and every other group that is working hard to keep public education the best it can be! PLEASE support our kids and more importantly - support the groups that support ALL of our kids!

I recently talked with the a state director and her thoughts were right on the mark...

The number one problem with the budget today is that it is a budget that forms public policy.

Gone are the days when we as a state were proactive in determining public policy because we now put money in the budget and then have a time restrained somewhat laissez-faire talk about the benefits/detriments of whatever we are funding. It's all bass-ackward!!

The art of strategic planning and putting tax money in what the people value has been gone for the last five biennium.

Let the experts in education do their job. Support the very successful SAGE program, support the DPI, support the Special Educational needs of our kids, and support the reduction and reduce the constraints of revenue caps. SUPPORT OUR KIDS IN PUBLIC EDUCATION-we support it! Listen to public policy-don't form it yourself. This is ALL of our kids; we cannot accept anything less than the best for our kids.

Thank you,
Respectfully,

Patty A Schoppe, Commissioner
School, Family, and Community Partnerships
WI PTA



Kraft Foods

Oscar Mayer Foods
910 Mayer Avenue
Madison, Wisconsin 53704

April 10, 2001

Joint Finance Committee
Madison, Wisconsin

Good morning, my name is Dr. Andrew Milkowski. I am a Senior Technology Principal in the Research Department of the Oscar Mayer Foods Division of Kraft Foods North America, Inc. We employ over 100 research and development staff at our Madison facility.

I would like to express support for a new Meat/Muscle Science Lab at the University of Wisconsin, Madison.

We have long had a close working relationship with the Meat Science faculty at the University of Wisconsin. Many of our company employees are UW graduates. We continually call on the UW for advice and try to provide reciprocal help to the University. The staff of the Meat and Muscle Biology Lab conduct training courses in the fundamentals of meat processing on a regular basis. In the past five years we have had over 300 employees participate in these workshops.

A new meat lab is critical to the meat industry in Wisconsin. The University has a long and well-established heritage in educating the finest meat scientists in the world and conducting leading edge research that improves the quality and safety of meat products. One unique enabling feature has been the strength of the UW in all the biological sciences. This has provided the ability to relate meat science with other life sciences for cross-fertilization of ideas to the benefit of all the disciplines. It is important to maintain strength in all these areas.

Joint Finance Committee
April 10, 2001
Page Two

However, in the last 10 years the status of meat and muscle biology research at UW has declined due to aging facilities and intensive modernization programs at other universities such as Iowa State, Nebraska, Ohio State and Oklahoma State. The existing facility, which was built in the 1930s, does not meet today's federal regulatory standards for modern meat processing facilities. Without access to new technologies or a state-of-the-art facility, UW undergraduate students are unable to learn about the latest advancements in meat processing technology.

This in turn puts them at a distinct disadvantage in the job market where companies such as ours must seek the brightest and best trained employees possible to meet demands of consumers for wholesome, safe, high quality and economical products. It also has become more difficult to attract new graduate students to the program, which is critical for UW to maintain and continue the tradition of excellence in research, as well as develop breakthrough knowledge needed to move our industry forward.

Again I strongly urge you to support the construction of a new Meat Science facility.

Thank you for this opportunity to comment and I hope that your decision will be a positive one for the future of Meat Science education at the University of Wisconsin.



Andrew L. Milkowski, Ph.D.
Senior Technology Principal
Research and Development
Oscar Mayer Foods Division



PROFS INC

PUBLIC REPRESENTATION ORGANIZATION OF THE FACULTY SENATE
UNIVERSITY OF WISCONSIN-MADISON

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500 Lincoln Drive
Madison, WI 53706
608/263-9273

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Testimony of PROFS, Inc., representing the UW-Madison faculty, regarding the 2001-2003 Wisconsin state budget

April 11, 2001

PROFS, Inc., representing the UW-Madison faculty, would first like to thank the Joint Finance Committee for a 1999-2001 university budget that breathed new life into the UW-Madison campus. The important investments in Phase I of the Madison Initiative, combined with a solid pay plan, library funding and other systemwide initiatives, have gone a long way toward keeping UW-Madison competitive nationally and internationally.

Among other things, we have been able to recruit and retain high-quality faculty throughout the university. For example, UW-Madison has hired 51 new faculty under "cluster hiring" initiatives and 40 additional searches are under way. This innovative program is supporting emerging fields of study that cut across many traditional departments.

These new-hires are a very impressive group. Many of them have brought extensive research funding and additional research staff along with them. Some have already set up start-up companies in Wisconsin.

As we consider the 2001-2003 budget, it is essential that we keep up the momentum. We cannot allow our competitive position to slip.

PROFS encourages the committee to endorse the **Economic Stimulus Package** proposed by the Board of Regents. This is a scaled-back version of the budget originally proposed by the regents. It is comprised of those items most needed to grow the Wisconsin economy.

Included in the Economic Stimulus Package is adequate funding for **Phase II of the Madison Initiative**. The Madison Initiative is a four-year investment plan to strengthen UW-Madison as it provides students an outstanding education and helps Wisconsin expand its competitiveness in the global economy.

The Madison Initiative is a highly leveraged public-private partnership. The overall plan calls for an investment of \$57 million in new funds from the state and students to be matched by \$40 million in private support. The funds will bring UW-Madison to the Big Ten median in terms of support for students from state tax revenues and tuition.

Make no mistake about it: **without adequate state support for the Madison Initiative, the private funding will be lost.** Our donors want their funds to be used for a margin of excellence on campus, not simply to make up for a lack of support from the state.

It is also important to remember that the UW budget represents only half of the equation when it comes to providing the necessary resources for the UW-Madison campus. The other half is the pay plan. PROFS urges the legislature to **endorse the 4.2% per-year pay plan recommended by the Board of Regents.**

As you can see from the attached graph, UW-Madison faculty salaries have taken a roller coaster ride over the years when compared with its peer group median. The reason for this is that strong pay plans have often been followed by weak pay plans, and then we have been forced to try and "catch up" to our peers in subsequent years.

We are again very close to the median of our peers. We can get off the roller coaster, which inevitably leads to bad feelings among both faculty and legislators, by passing the regent-recommended pay plan. This will allow us to "keep up rather catch up".

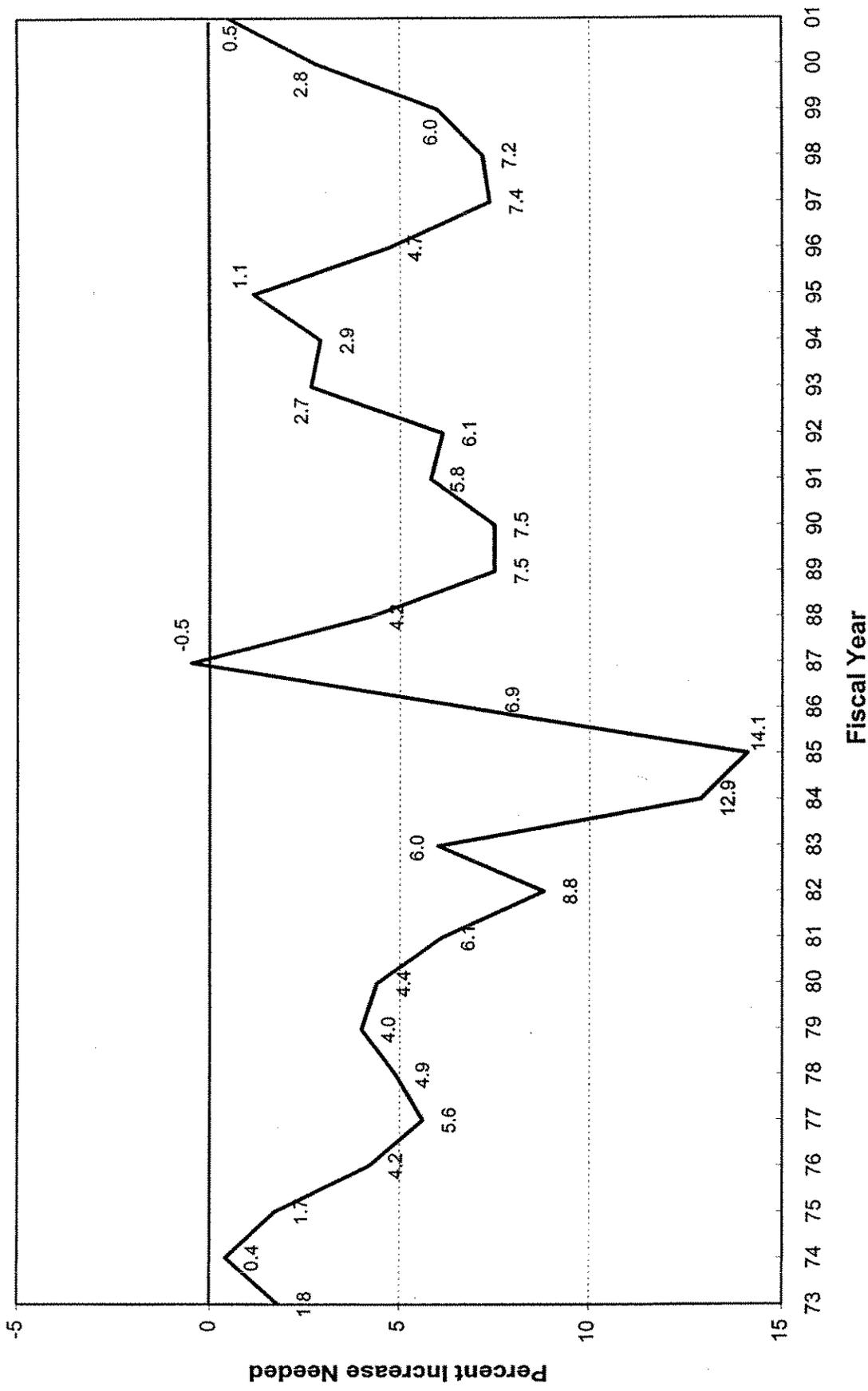
In summary, we would like to remind you that Wisconsin is unique. We are the only state of our size that has a public research university of the caliber of UW-Madison. We must continue to work together to ensure that this jewel of the UW crown continues to sparkle for generations to come.

Thank you.

UW-Madison Peer Group

University of California-Berkeley
University of California-Los Angeles
University of Michigan-Ann Arbor
University of Illinois-Urbana
University of Texas-Austin
University of Minnesota-Minneapolis
Ohio State University
Indiana University-Bloomington
Purdue University
University of Washington-Seattle
Michigan State University

UW-Madison Faculty Salary Deficit Compared to Peer Group Median



Joint Finance Committee Hearing April 11, 2001

My name is Glenn Schmidt. I teach Learning Disabilities about 14 miles from here at Northside Elementary in Sun Prairie. This year I teach 20 students--usually in small groups and most often in reading-related areas.

Visitors to my classroom are sometimes puzzled about why I'm only working with a handful of kids when the teachers all around me have 25 students at a time.

What isn't immediately obvious is that my children are the most difficult to teach in our school. Why? The answers are as different as my children.

I have one student who misses a lot of instructional time because of behavior. He has a knack for knowing just what to say to produce the most disruptive reaction from the other students. And if words don't work, he uses his fists. So did his dad--until they sent him off to prison last month.

I have a fifth grader who reads just about at grade level after coming to me as a virtual non-reader. Life has stabilized for him since his parents' divorce, but after his father told him he really didn't want to see him anymore it was hard for him to focus on his schoolwork.

These kids are difficult to teach, but they are far from unteachable. We can achieve success given the right materials and the right personnel

And there's the problem.

Kathi Shelley, my teaching assistant for the past 20 years, deserves much credit for our kids' success. Her gentle touch and artistic flair set a tone of grace, care and understanding.

Kathi's retiring next month. Will she be replaced? Three years ago we had 3 special education teachers and 3 full-time aides. Two years ago we had 2 full-time aides. Now it's just Kathi for the 3 teachers and there's talk of hiring part-time staff instead of a full-time replacement.

Materials are another thing. The LD teacher at Prairie View Middle School ran some comparative numbers in her budget. In 1989, with 12 kids in her program, she was allotted a yearly budget of \$600. This year, with 24 kids, her budget is \$333. Twice as many kids, half as many dollars.

The tattered direct instruction books I use in my reading program are getting so fragile that I don't pick them up unless I have to because they simply fall apart. I need to replace 6 teacher's manuals. They are \$219--each. My total budget for everything this year is \$550.

Will Sun Prairie pick up the slack if the state makes good on its budgetary promise to reduce its share of the burden? Don't count on it. I talked to our personnel director. She used the word "strangling" to describe the effects of revenue caps. She cited three other programs that were also demanding more resources but were unlikely to receive them.

You've heard many of us tell you that our kids deserve a great school, but it's not just for the kids, it's for all of us. When we intervene early and with force in the lives of our most disadvantaged children, we produce responsible, effective citizens. When we withdraw support, those children withdraw to the margins of society, often becoming a bigger drain on services, hospitals, prisons, and cities. At this point, it's up to you. Thank you.

April 11, 2001

Testimony from Tina Johnson
Milwaukee City Council PTA/PTSA
Legislative Chair

I could come here today and represent several different organizations, whipping out a number of different titles. But I come to you today as a parent, a parent of a six year old, middle class, African-American male whose name is Jeremiah.

The Milwaukee Parental Choice Program is the largest and longest running, publicly funded private and religious school voucher program. Passed by the Wisconsin Legislature in 1990, the choice program in 2000-2001 enrolled about 10,000 students at the cost of 49 million dollars, 25 of which was paid by Milwaukee taxpayers, the other half divided by the rest of the State.

The Voucher program serves only 10% of the MPS population.

The deficit in the Milwaukee Public School System for the 2000-2001 school year was 32 million dollars.

Milwaukee Public Schools must comply with open admission requirements, serve special needs students, hire certified teachers, adopt State curriculum standards and measure student achievement. Public school board meetings are open to the public as are the financial records, attendance rates and test score reports. NONE of this is true of private/religious voucher schools.

In the Governor's 2001-2003 proposed budget, there is a 17% increase for the Milwaukee Choice Program. The State has also increased the income level for those who can participate, opening up the program to more than low income families as was originally designed.

My question is: WHY? Who is this program benefiting?

At a time when schools across the State of Wisconsin are facing deficit situations, cutting budgets to the bone and eliminating teaching staff just to balance budgets - Why are we talking about throwing more money into a program that has no assurance that it is doing what it was designed to do: improve student achievement? A program that is allowed to refuse to accept students with disabilities, who are not English proficient or who have other special needs.

How can supporting an increase in the Voucher program help to get more of the desperately needed financial resources into the public school classrooms in Burlington, Eau Claire, Chippewa Falls, Beloit and Superior?

How is this program advancing and improving the quality of my son's public education in his Milwaukee classroom?

In a report just released by the American Teachers Federation: approximately 40% of the money paid by Wisconsin taxpayers to private voucher schools in 1998-99 was in excess

of the amount charged to private citizens purchasing the same services. In a program that cost a total of 28.4 million dollars that year, Wisconsin taxpayers overpaid private and religious schools more than 11 million dollars. Choice vouchers were 45% of the total revenue in religious schools, nearly twice the share produced by tuition.

Again the question remains - Who is this program benefiting?

Instead of supporting an increase and revision of the Milwaukee Parental Choice Program - I think the responsible step for this committee to take is to examine the financial accountability, student achievement records, admission records and money flow of this costly program and implement legislation mandating that ALL schools receiving public tax dollars are held to the same standards, assessments, hiring and enrollment practices and data reporting. And focus the limited resources on ALL Wisconsin public schools, where the majority of our children are educated.

* "Revenues, Expenditures and Taxpayer Subsidies In Milwaukee's Voucher Schools"
by Nelson, Egan and Holmes (2000)

AMERICAN EDUCATION REFORM FOUNDATION

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Testimony
Committee on Joint Finance
April 11, 2001

My name is Susan Mitchell. I am the president of the American Education Reform Foundation. We are a nonprofit organization that works for expanded educational options for low-income parents in Milwaukee and elsewhere in the country.

I support budget bill provisions that call for an independent longitudinal study of the Milwaukee Parental Choice program and that modify student and school eligibility. A chart outlining these provisions is attached.

The expansion of the Milwaukee Parental Choice Program enacted in 1995 and stronger charter school provisions enacted in 1997 have changed the educational landscape in Milwaukee. This year, nearly 10,000 students attend 103 private schools. Another 5,000 students attend schools chartered by Milwaukee Public Schools, the Common Council, and the University of Wisconsin - Milwaukee.

For the first time in decades, low-income children have educational freedom because their parents have the power to choose the schools best for their children - power that most parents take for granted. Milwaukee schools, public and private, have responded positively, taking actions to meet parents' needs.

Here are three of many examples:

- Before the expansion of parent choice, MPS faced high demand for kindergarten but did little to expand supply. This year, MPS will open 91 full day four-year-old kindergartens and 115 full day five-year-old kindergartens, many with before and after school care sought by working parents.
- Before the expansion of parent choice, MPS schools were staffed based on a system that guaranteed teachers positions based on seniority. Thanks to significant contract changes, the majority of schools choose new teachers based on interviews and have the freedom to make decisions to hire teachers who best fit the school mission.
- Before the expansion of parent choice, MPS granted only one charter, denying numerous applications. Now Milwaukee has 12 charter schools. MPS has chartered seven schools and will open additional charters next year to meet parental demand.

Parent choice is an exceedingly powerful reform. We know that it produces high parental satisfaction, increased parental involvement, improved academic results, and positive response from public schools. I and other members of our school choice coalition urge you to give this program a chance. Provide for a longitudinal study to assess impact. Protect the program from regulation that will discourage private school participation and limit opportunity. Ensure that dollars follow low-income children, whether they attend MPS, choice or charter schools.

Thank you.

**Provisions in Executive Budget Bill Affecting the
Milwaukee Parental Choice Program, 4/10/01**

Issue	Budget Provision	Comment
Program evaluation.	Provides for a longitudinal study. (p. 256, sec. 326 ¹)	Assesses impact of program under the Board on Educational Evaluation and Accountability. Coalition had proposed Legislative Audit Bureau to oversee study. Financed by private foundations representing a cross-section of views. Better than new rules that pose constitutional issues and limit parent options.
Student eligibility.	Allows students to remain in choice program even if income rises. (p. 1157, sec. 2751)	Provides educational continuity. Doesn't penalize a family whose income rises slightly. Much less administration for schools and DPI.
Student eligibility.	Raises ceiling to 185% of federal poverty level (now 175%). (p. 1156, sec. 2747)	Uses same standard as federal lunch program.
School eligibility.	Allows schools partly located in City of Milwaukee to be eligible. (p. 1156, sec. 2746)	Would affect Thomas More High School. No South Side high school is in program now.
School eligibility.	Requires eligibility determination by March 31 for following school year. (p. 1156-1157, sec. 2748-2749)	Gives parents and schools timely notice of eligibility. Last fall DPI tried to remove 13 schools after start of year, but retreated.
Standardized testing.	Pays costs for choice schools that choose to administer state tests. (p. 1142-1144, sec. 2708-2711)	Voluntary. Lets parents decide if state testing is a high priority. Longitudinal study would include a testing program.
Enrollment report.	Requires enrollment report by August 1 for upcoming year. (p. 1157, sec. 2750)	We oppose. Proposed by DPI. August 1 is too early for many schools.

¹ All page and section numbers refer to Assembly Bill 144.

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Positive Effects of School Choice on Milwaukee Public Schools

STATEMENTS	SOURCE
<p>"Milwaukee's choice program [has] put pressure on Milwaukee Public Schools to improve."</p>	<p>"Choices on choice schools," <i>Milwaukee Journal Sentinel</i>, Editorial Board, January 23, 2001</p>
<p>"When choice came about, MPS had to rethink education: It's now a matter of seeing parents as customers. "</p>	<p>Ken Johnson, labor union member and Vice-President, Milwaukee Public Schools Board of Education, January 22, 2001</p>
<p>"We are dedicating ourselves to make sure that public schools know how to reach out and know how to serve families and we're the logical place for people to start for their educational programs. We hope they'll give us a look."</p>	<p>"Our Lights are On for You"—interview with Spence Korte, superintendent, Milwaukee Public Schools, broadcast on WTMJ-4 TV (NBC), January 10, 2001</p>
<p>The spirit of choice is permeating the Milwaukee Public Schools...[S]chools are trying with once unthinkable earnestness to win over parents."</p>	<p>"MPS schools work to woo parents"----by Alan Borsuk, Senior Education Reporter, Milwaukee Journal Sentinel, January 7, 2001</p>
<p>"This is a new era for MPS, an era [when it] is not afraid of competing for your children...[W]hat really matters is the grade parents give the schools."</p>	<p>"MPS School Selection"----by Susan Kim, reporter for WTMJ-4 TV NBC, January 10, 2001</p>
<p>"Like many other monopolistic operations, you get a little bit complacent when you're the only game in town... We needed to be able to compete, to really get better, and to be more sensitive to what parents are telling us they need."</p>	<p>"The School Down the Block," quoting Spence Korte, Milwaukee Public School Superintendent. Weekend, PBS 10 Milwaukee, January 12, 2001.</p>
<p>" This year we'll open up 91 new all-day four-year-old kindergartens, we'll open up 115 all-day five-year-old kindergartens. Many of our sites, particularly in the overcrowded neighborhoods, will have before school care and after-schools care... "</p>	<p>"The School Down the Block," quoting Spence Korte, Milwaukee Public School Superintendent. Weekend, PBS 10 Milwaukee, January 12, 2001.</p>
<p>"We're just in a situation where, for the first time, public schools will need to have an intelligent approach to competing with other folks for the same group of children,"</p>	<p>"Educational free market discovers marketing," quoting Spence Korte, Milwaukee Public School Superintendent. Journal Sentinel Jan. 29, 2001</p>